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Dr. Shelley Moore

outside pln consulting

WHAT DOES inclusion MEAN?

Shelley MOORE PH.D.

2023

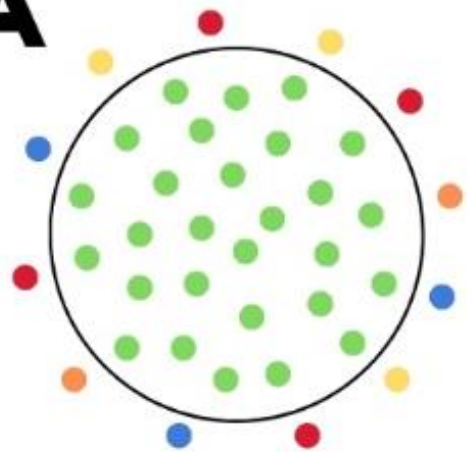
WHAT DOES inclusion Look Like?

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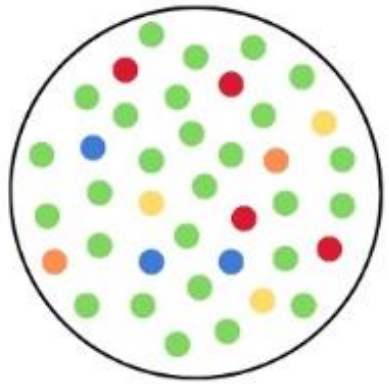
2023

WHAT IS *Inclusion?*

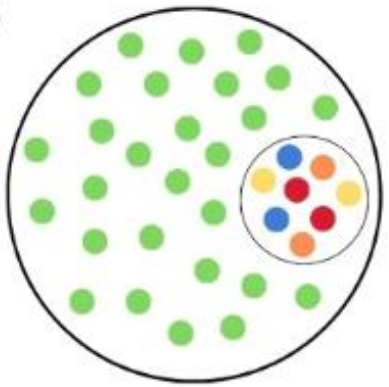
A



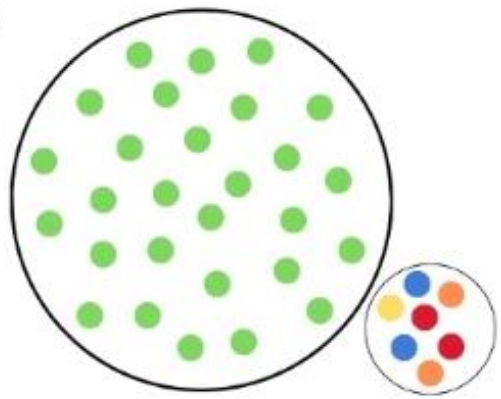
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B



D



exclusion

integration

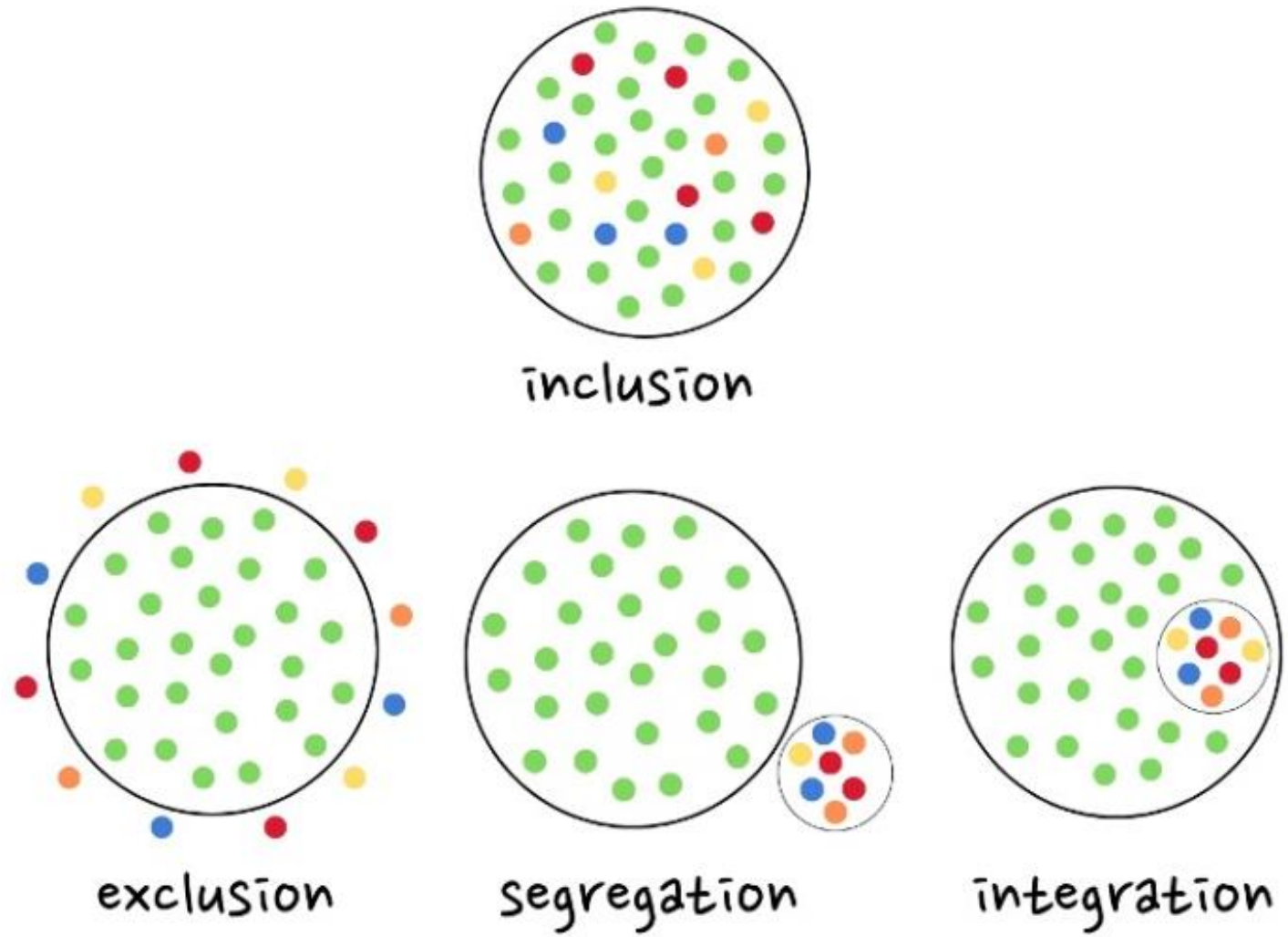
inclusion

congregation

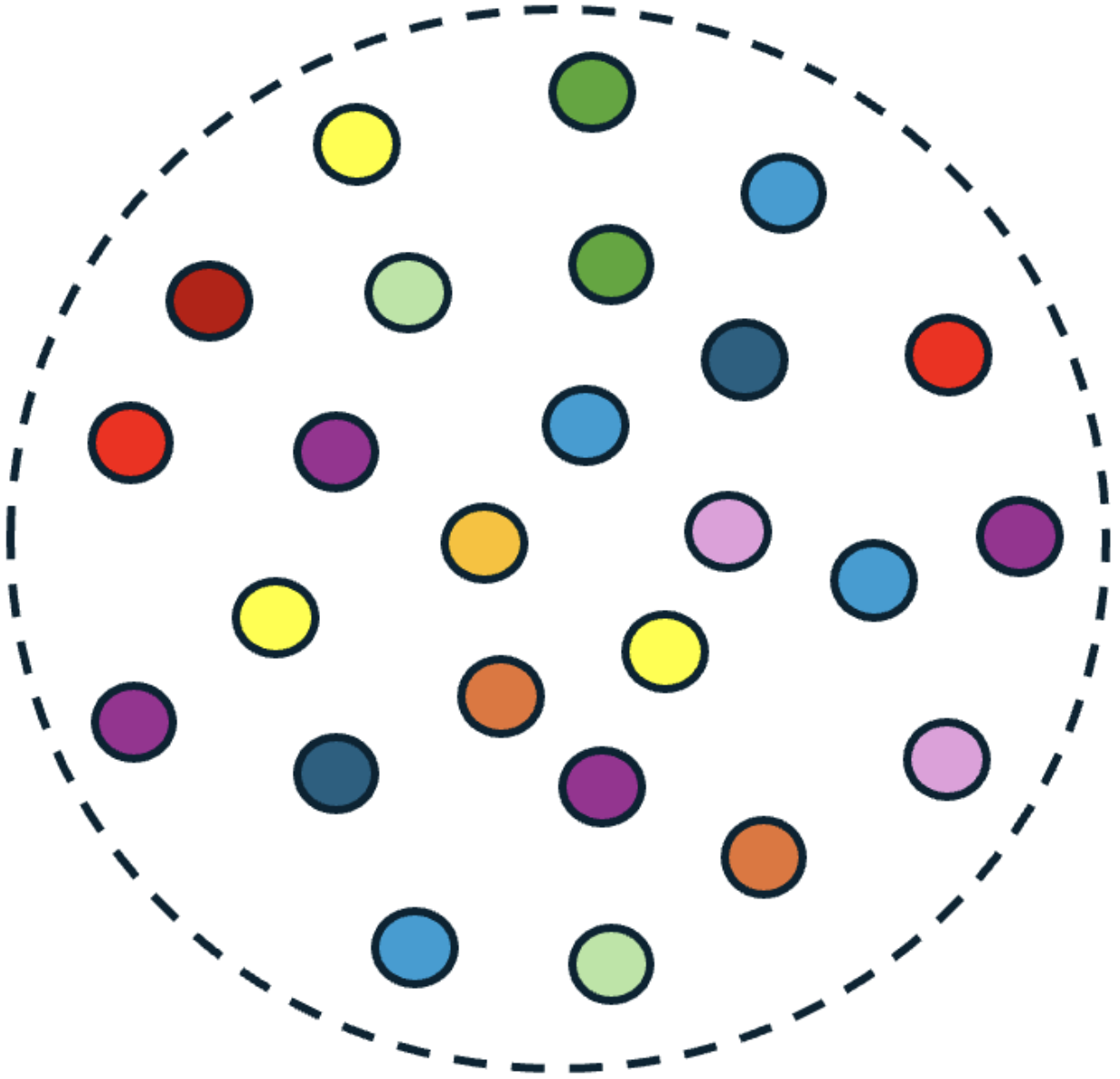
segregation

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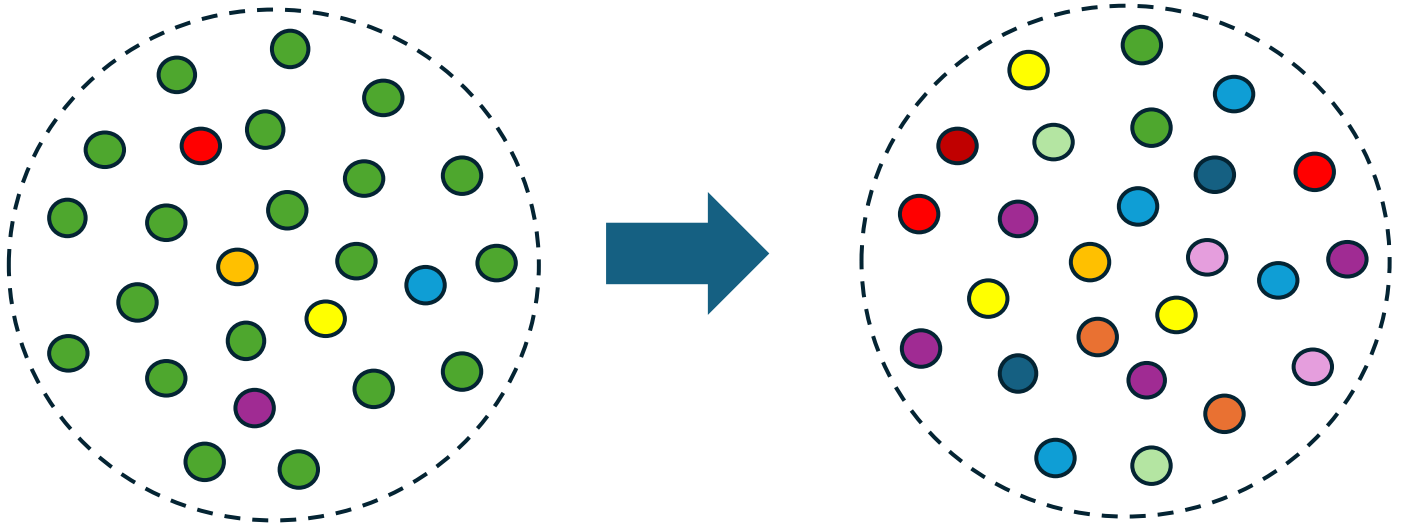
WHAT IS *inclusion*?



WHAT IS inclusion ?



inclusion looks like…



including

‘special needs’ students in general education classrooms

teaching and planning for

diversity

in schools and classrooms (where Diversity includes Disability)

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WHAT IS inclusion ?





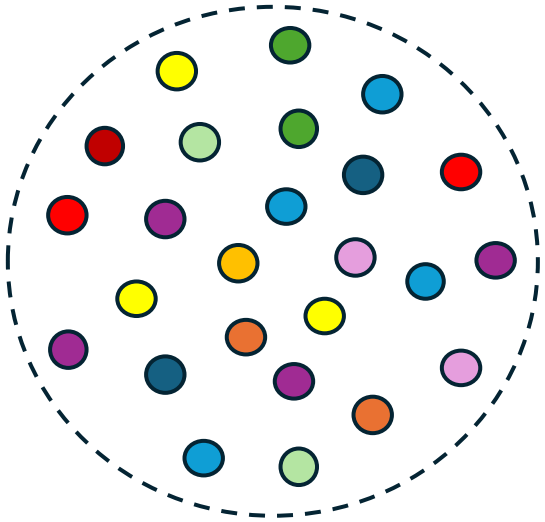


Communities of Identity

Communities of Diversity

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inclusion looks like…





teaching and planning for

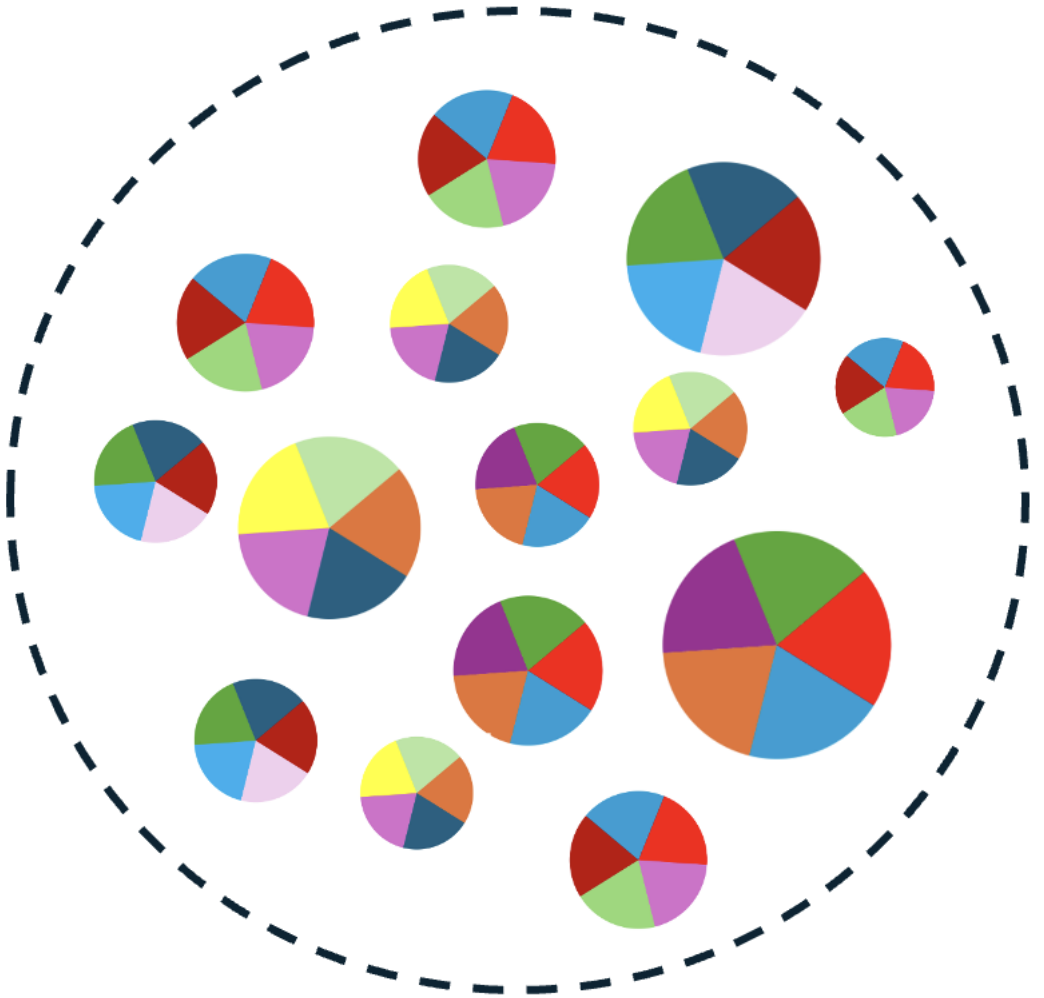
diversity

in schools and classrooms
(where Diversity includes
Disability)

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WHAT IS inclusion ?





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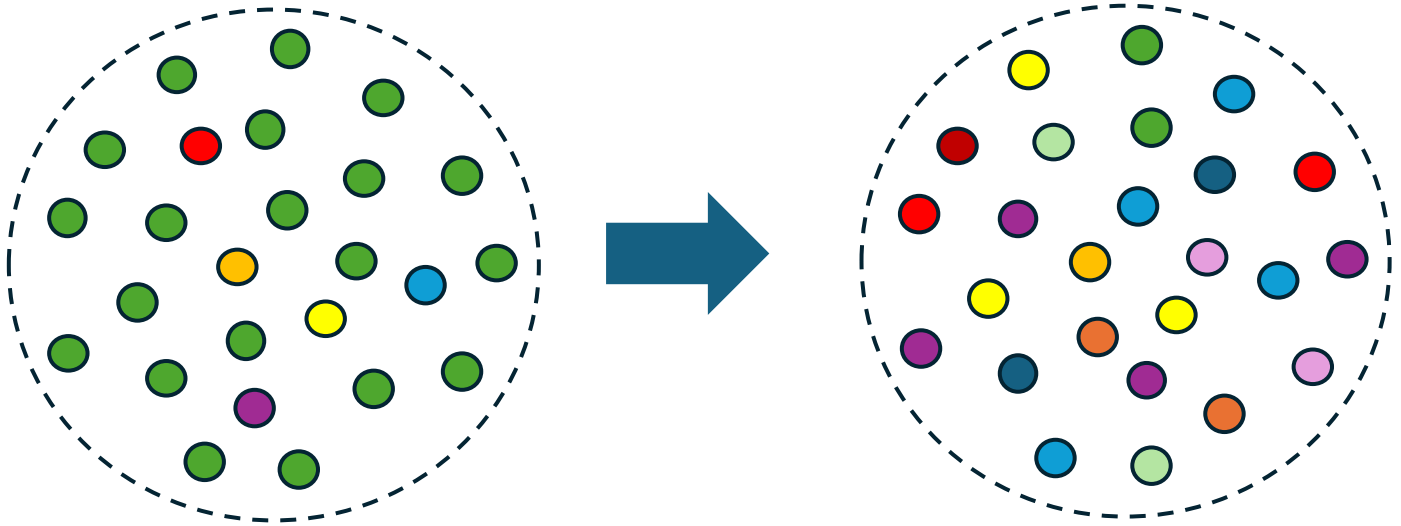
WHAT IS inclusion ?





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inclusion looks like…



including

‘special needs’ students in general education classrooms

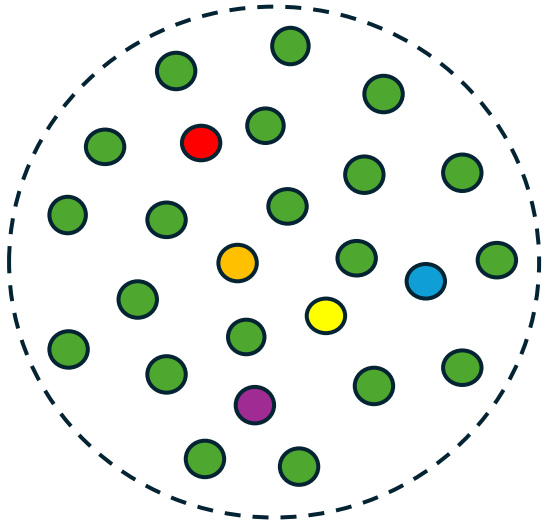
teaching and planning for

diversity

in schools and classrooms (where Diversity includes Disability)

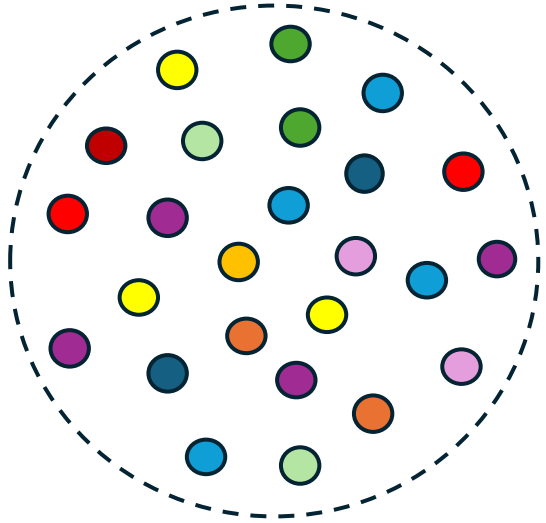
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inclusion looks like…



including

'special needs' students in general education classrooms

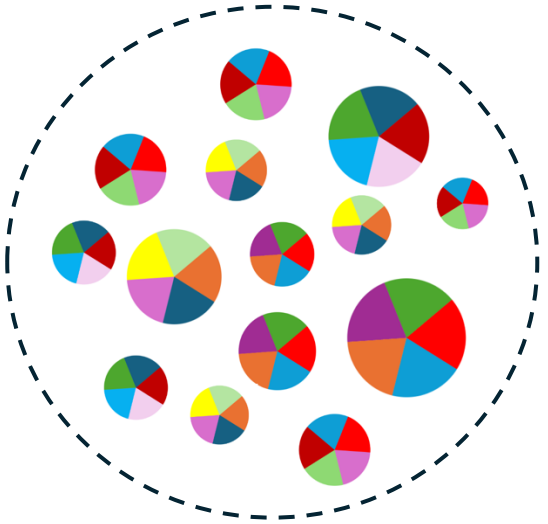


teaching and planning for

diversity

in schools and classrooms (where Diversity includes Disability)

So that students can…



feel confident and safe to

identify

(and where Disability is an identity)

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How do we do inclusion?

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When the conditions are right, everyone can be successful

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"When a flower doesn't bloom, you fix the environment in which it grows, not the flower."

–Alexander den Heijer

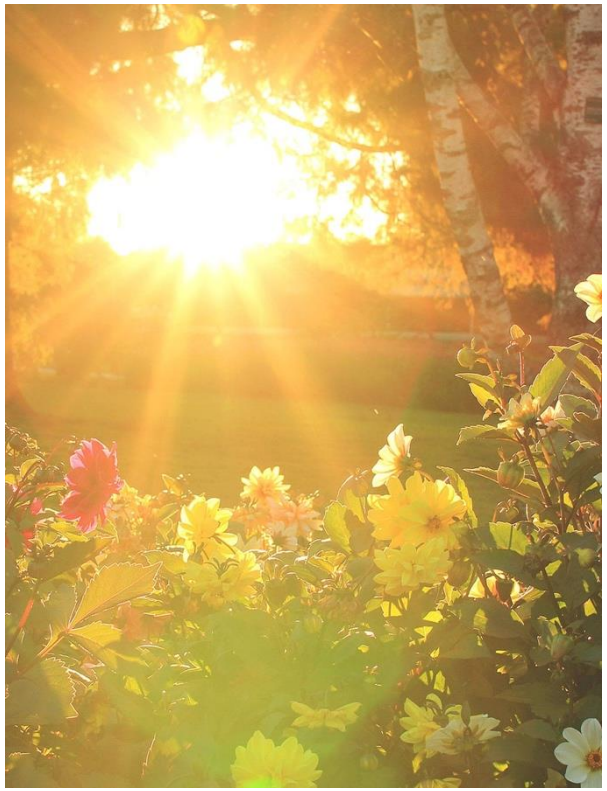
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2023



Who is this plant?
What does it need?
What is getting in the way?
How do we meet its need?



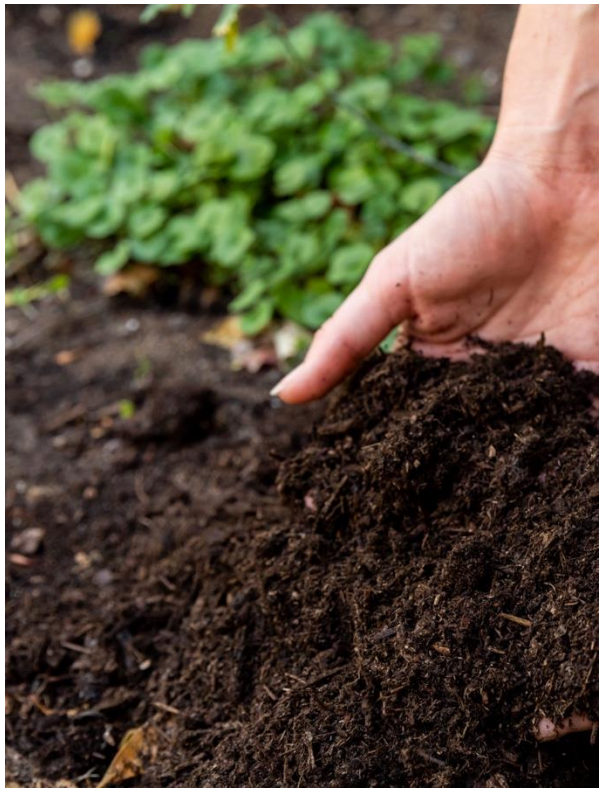
What is the goal of a plant?
What do all plants need to meet that goal?



All plants need light



All plants need moisture



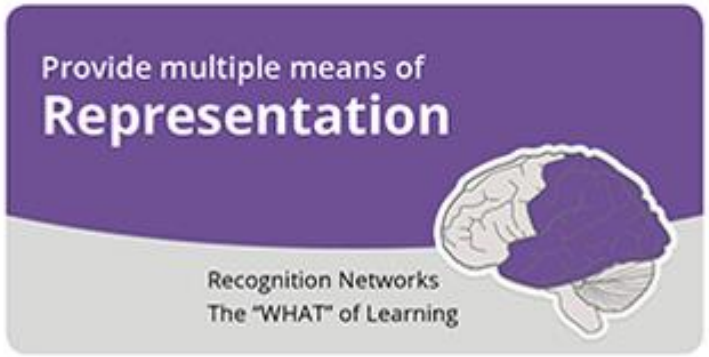
All plants need space

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What is the learning goal for students?
What do all students need to meet that goal?



All students need to be engaged



All students need to understand

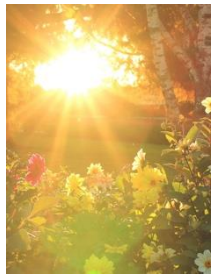


All students need to show learning

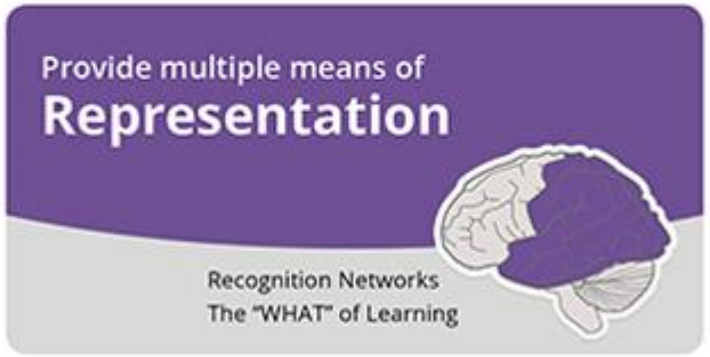
Universal Design for Learning 3.0

What is the learning goal for students?
What do all students need to meet that goal?





All students need to be engaged





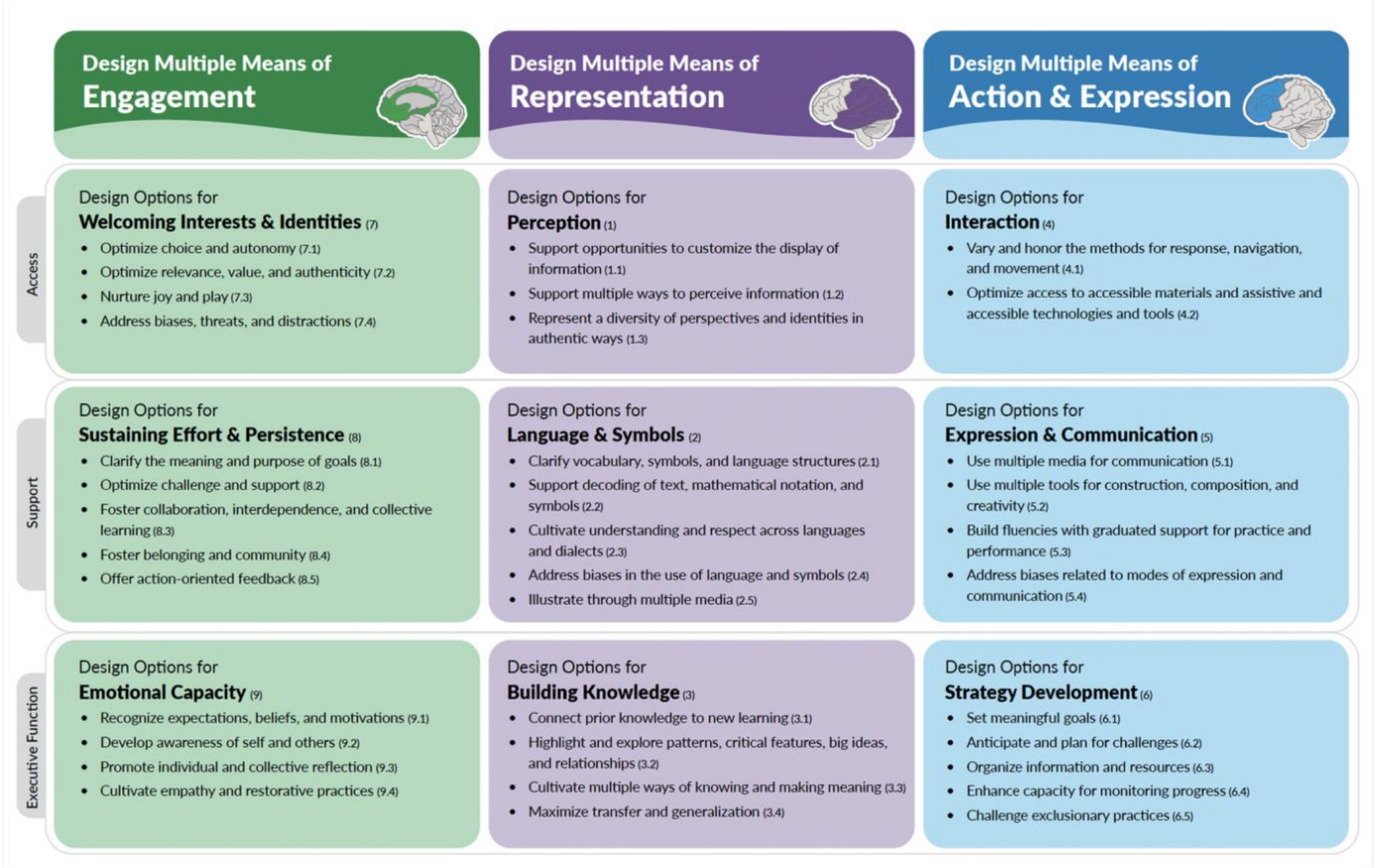
All students need to understand





All students need to grow

Universal Design for Learning 3.0



See: https://udlguidelines.cast.org/

The Universal Design for Learning Guideline 3.0 in Accessible Language: Engagement

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Engagement		
Access: Design options for Welcoming Interests and Identities		
Optimize choice and autonomy (7.1)	We can provide meaningful choices in how students learn, participate, and show what they know.	I need to be able to make choices about what I learn about
Optimize relevance, value, and authenticity (7.2)	We can connect learning to students' interests, goals, experiences, and real-life situations	I need to be able to see how my learning connects to my life, interests, and future goals.
Nurture joy and play (7.3)	We can create opportunities for curiosity, creativity, exploration, and enjoyment in learning.	I need to be able to have fun while I learn, explore ideas, and be creative.
Address biases, threats, and distractions (7.4)	We can create a safe, inclusive environment that reduces barriers, stress, and distractions.	I need to be able to learn in a space where I feel safe, respected, and focused.
Support: Design Options for Sustaining Effort & Persistence		
Clarify the meaning and purpose of goals (8.1)	We can make learning goals clear and help students understand why they matter.	I need to be able to understand what I am learning and why it is important.
Optimize challenge and support (8.2)	We can provide the right balance of challenge and support to help all students succeed.	I need to be able to work on challenging tasks with the support I need to be successful.
Foster collaboration, interdependence, and collective learning (8.3)	We can create opportunities for students to learn with and from one another.	I need to be able to work with others, share ideas, and learn together.
Foster belonging and community (8.4)	We can build a learning community where every student feels valued and included.	I need to be able to feel like I belong and that I am an important part of my learning community.
Offer action-oriented feedback (8.5)	We can provide feedback that helps students understand next steps and improve their learning	I need to be able to receive feedback that helps me know what to do next.
Executive Function: Design Options for Emotional Capacity		
Recognize expectations, beliefs, and motivations (9.1)	We can help students understand how their thoughts, beliefs, and motivations affect learning	I need to be able to understand what motivates me and how my thinking affects my learning.
Develop awareness of self and others (9.2)	We can support students in understanding their strengths, needs, emotions, and relationships with others.	I need to be able to understand myself, my feelings, and how I interact with others.
Promote individual and collective reflection (9.3)	We can provide opportunities for students to reflect on their learning and growth individually and with others.	I need to be able to think about my learning, celebrate growth, and learn from my experiences.
Cultivate empathy and restorative practices (9.4)	We can foster empathy, understanding, and positive ways to repair and strengthen relationships.	I need to be able to understand others' perspectives and help build positive relationships when challenges occur.

The Universal Design for Learning Guideline 3.0 in Plain Language: Representation

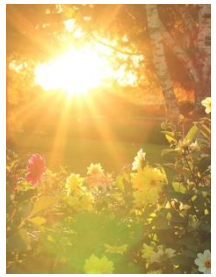
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Representation		
Design Options for Perception		
Support opportunities to customize the display of information (1.1)	Give learners different ways to adjust how information is shown so it works best for them.	I can choose how I see information, such as changing the size, colour, layout, or format to help me learn
Support multiple ways to perceive information (1.2)	Provide information in different formats so all learners can access and understand it	I can learn information in different ways, such as reading it, listening to it, watching it, or using images and diagrams
Represent a diversity of perspectives and identities in authentic ways (1.3)	Include a variety of cultures, experiences, identities, and viewpoints in meaningful and accurate ways	I see people, cultures, experiences, and ideas that reflect the real world and help me understand different perspectives
Design Options for Language & Symbols		
Clarify vocabulary, symbols, and language structures (2.1)	Help learners understand the words, symbols, and language patterns used in learning.	I get support to understand new words, symbols, and the way language is used
Support decoding of text, mathematical notation, and symbols (2.2)	Help learners understand written text, maths symbols, formulas, and other symbols.	get support to understand words, symbols, numbers, and mathematical ideas
Cultivate understanding and respect across languages and dialects (2.3)	Value and support different languages, ways of speaking, and cultural background	My language, culture, and way of speaking are respected, and I learn about others too
Address biases in the use of language and symbols (2.4)	Help learners recognize and challenge unfair assumptions, stereotypes, or exclusion in language and symbols	learn to notice when words, images, or symbols might be unfair or leave people out
Illustrate through multiple media (2.5)	Use different types of media to explain ideas and support understanding	I can learn through pictures, videos, audio, demonstrations, models, and other formats
Executive Function: Design Options for Building Knowledge		
Connect prior knowledge to new learning (3.1)	Help learners link what they already know to new ideas and experiences.	I can connect new learning to things I already know, have done, or have experienced
Highlight and explore patterns, critical features, big ideas, and relationships (3.2)	Help learners identify important ideas, patterns, connections, and relationships.	I can find important ideas, notice patterns, and make connections between things I am learning
Cultivate multiple ways of knowing and making meaning (3.3)	Encourage learners to understand and express ideas in different ways, drawing on diverse perspectives and experiences	I can learn, think about, and show my understanding in different ways
Maximize transfer and generalization (3.4)	Help learners apply what they have learned in new situations and contexts.	I can use what I have learned in different situations and for new challenges

The Universal Design for Learning Guideline 3.0 in Plain Language: Expression

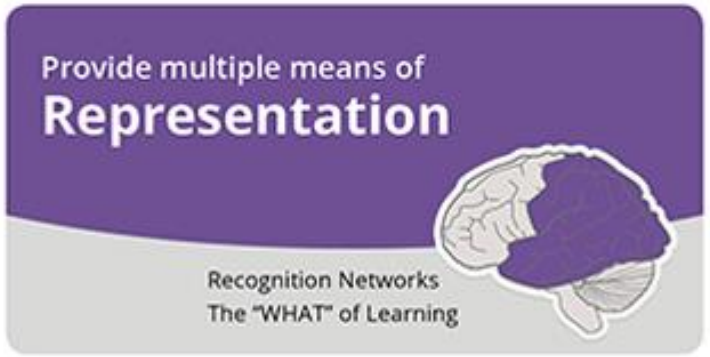
UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Action & Expression		
Access: Design Options for Interaction		
Vary and honor the methods for response, navigation, and movement (4.1)	Provide different ways for learners to participate, move through learning, and show what they know.	I can choose different ways to participate, move, and respond during learning
Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)	Ensure learners can access and use the tools, technologies, and resources they need to learn	I can use tools and technology that help me access and engage with my learning
Support: Design Options for Expression & Communication		
Use multiple media for communication (5.1)	Provide different ways for learners to communicate their ideas and understanding.	I can share my ideas using different formats, such as speaking, writing, drawing, recording, or creating
Use multiple tools for construction, composition, and creativity (5.2)	Provide a range of tools and resources for learners to create, build, and express ideas.	I can use different tools and resources to create, design, and show my thinking
Build fluencies with graduated support for practice and performance (5.3)	Provide support that helps learners build skills and confidence over time.	I get the support I need to practise, improve, and become more confident in my learning
Address biases related to modes of expression and communication (5.4)	Recognize and value different ways of communicating and expressing understanding.	Different ways of communicating and showing learning are valued and respected
Executive Function: Design Options for Strategy Development		
Set meaningful goals (6.1)	Help learners create goals that are relevant, purposeful, and important to them.	I can set goals that matter to me and help me grow
Anticipate and plan for challenges (6.2)	Help learners think ahead and prepare strategies for overcoming difficulties.	I can think about challenges I might face and plan ways to deal with them
Organize information and resources (6.3)	Support learners to manage information, materials, time, and resources effectively.	I can organize my information, resources, and learning tasks so I can be successful.
Enhance capacity for monitoring progress (6.4)	Help learners track, reflect on, and evaluate their progress toward goals.	I can check my progress, reflect on my learning, and make improvements
Challenge exclusionary practices (6.5)	Identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities	I can help create a learning environment where everyone feels included, valued, and able to participate

What is the learning goal for students?
What do all students need to meet that goal?





All students need to be engaged





All students need to understand

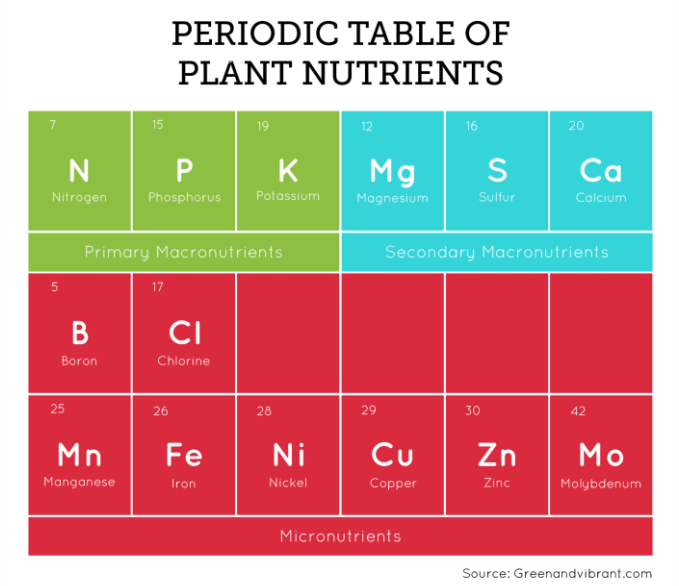




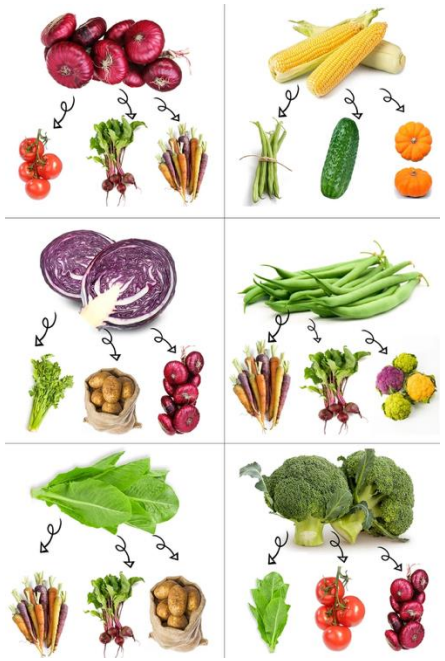
All students need to grow

Universal Design for Learning 3.0

What if some plants need more support to grow?



Some plants need added nutrients



Some plants need companions

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What if some plants need EVEN more support to grow?

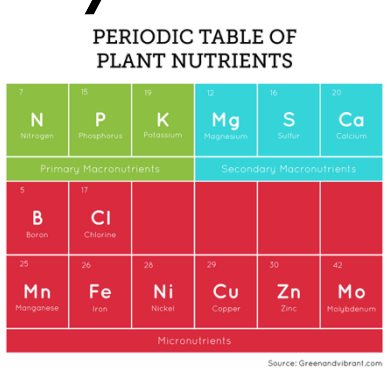


A few plants may need very specific temperatures and humidity levels

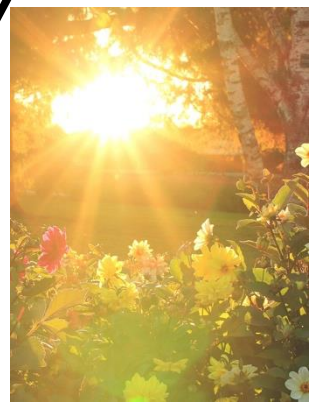
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MULTIPLE LAYERS OF SUPPORT

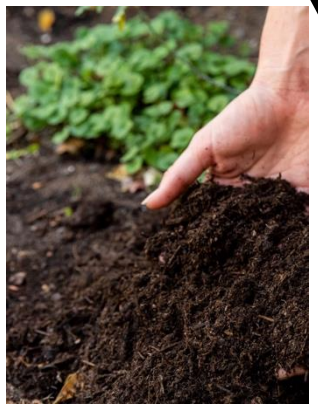












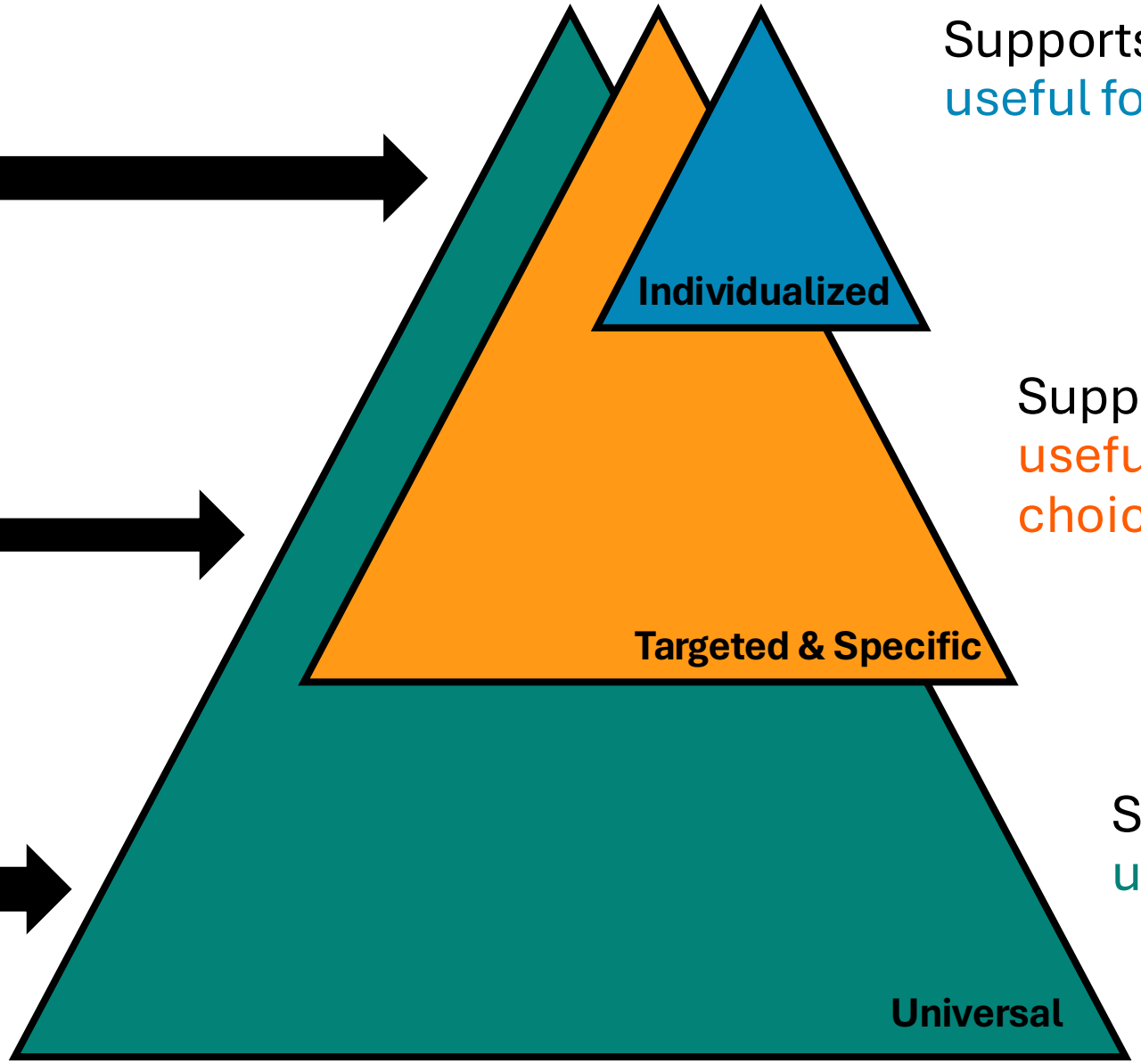
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Multiple Layers of Needs Based Support

What one needs

What some need

What everyone in a community needs



Supports & Strategies are useful for ONE

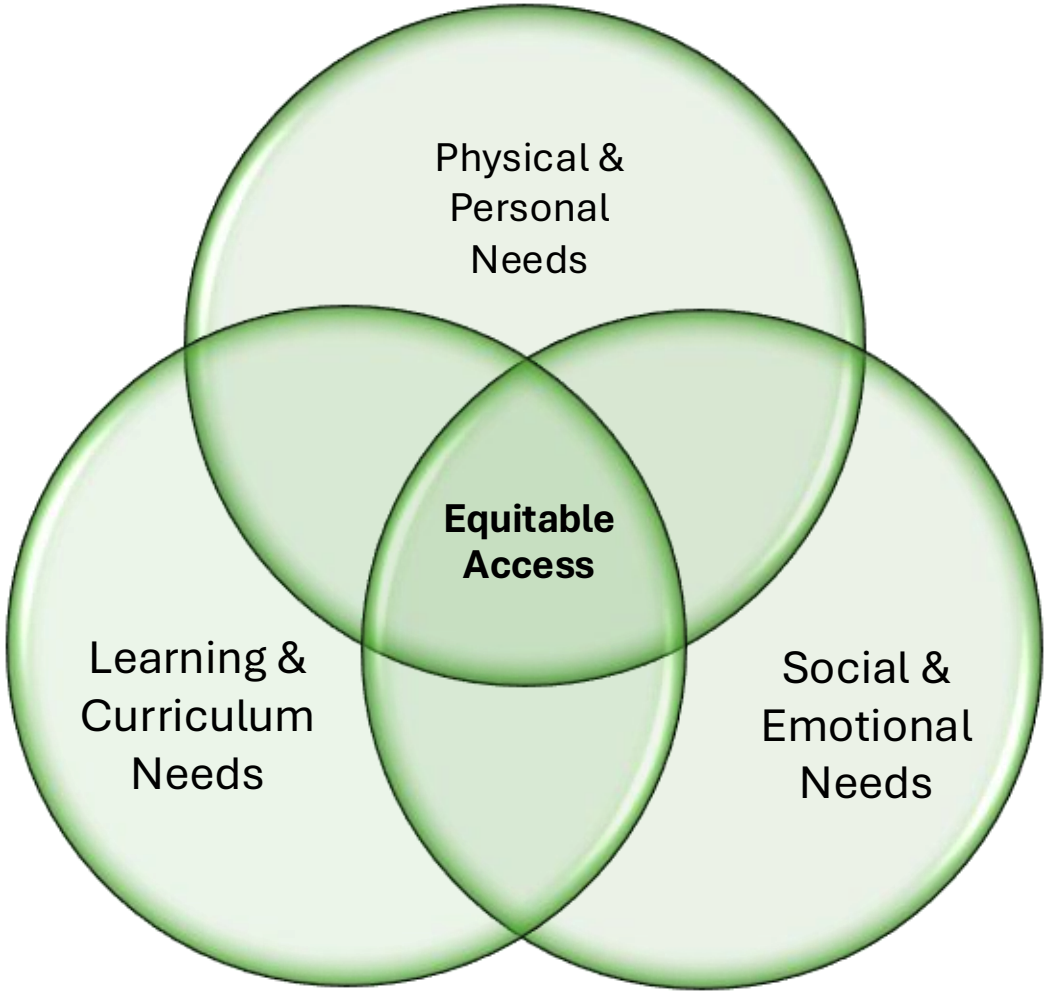
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Supports & Strategies are useful for SOME choice for ALL

+

Supports & Strategies are useful for ALL

Increasing Inclusive & Equitable Access by Designing for Individual Needs



Moore, 2023

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: **Classroom Teacher(s):** **Support Teachers/Staff:** **Date:**

1. Look at the following areas of need as a team
2. Record needs for students who have IEPs (Individual education plan) and/or LSPs (learning support plan)
3. You can refer to individual assessments and recommendations as well as specialists to determine needs if useful
4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need	Students who have this need (underline students who have IEP/LSPs)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness				
Attention				
Anxiety/ Depression				
Bullying				
Communication (receptive)				
Communication (expressive)				
Eating/Food/Allergies				
Engagement/Motivation				
Executive Functioning				
Family/Community/Identity				
Frustration/ Anger				
Greif/ Trauma				
Gross/Fine Motor Skills				
Intellectual Ability (access)				

Intellectual Ability (extend)				
Language				
Literacy (decoding)				
Literacy (understanding)				
Literacy (written output)				
Literacy (oral language/speaking)				
Medical				
Memory				
Mental Health				
Numeracy				
Personal Care				
Personal Safety				
Physical/Mobility				
Self-Advocacy				
Self-Regulation (emotional)				
Self-Regulation (behavioural)				
Self-Regulation (learning)				
Self Esteem				
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills				
Transitioning				
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to

Classroom Support Planning: Collaborative Needs Based Reflection

Target Classroom: **Classroom Teacher(s):** **Support Teachers/Staff:** **Date:**

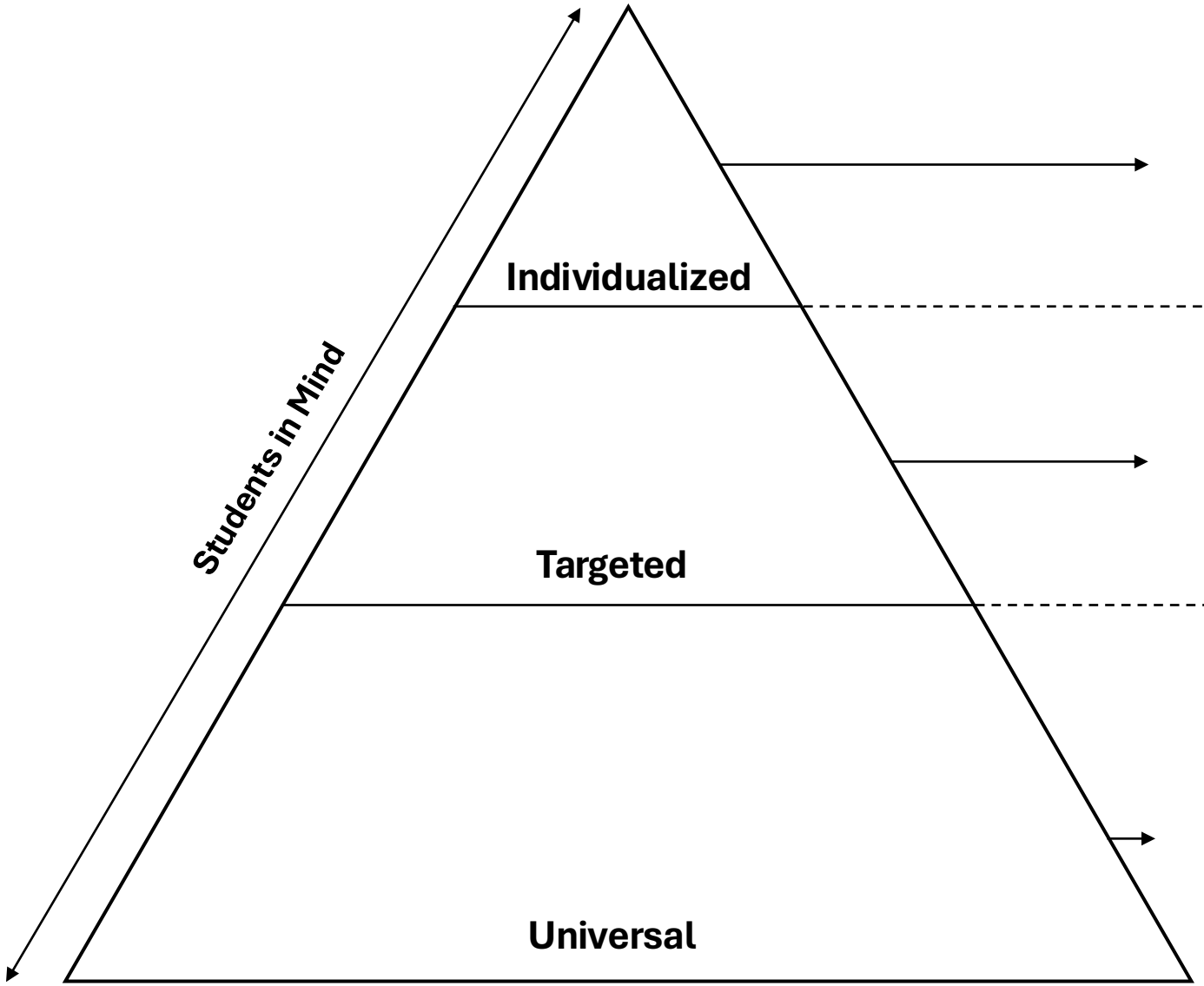
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4. Record needs for students in class who do not have IEP or LSP
5. Look for clusters of need and reflect on community impact
6. Determine priority classroom needs to develop Classroom Support Plan

Areas of Need Choices (EC, HN) Life Skills (KD, IN) Resource (JC)	Students who have this need (underline students who have IEP/504)	This need impacts the community and/or there is a cluster of students who have this need	This need can be managed over time and/or not critical	This is an individual need area and/or community does not need support in this area
Addiction				
Attendance/ Lateness	JA			x
Attention	JA, RM		x	
Anxiety/ Depression	GA, LB, JA, ES, KR, GS	x		
Bullying				
Communication (receptive)				
Communication (expressive)	GA, LB		x	
Eating/Food/Allergies	LB			x
Engagement/Motivation	LB, JA, ES, NS	x		
Executive Functioning	MA, LB, JA	x		
Family/Community/Identity	JA, ES, JK, LE	x		
Frustration/ Anger	JA, ES		x	
Greif/ Trauma	GA, LB, JA, ES, KK	x		
Gross/Fine Motor Skills	LB, BB			x
Intellectual Ability (access)	GA, MA		x	
Intellectual Ability (extend)	BW, IM, MB		x	

Language				
Literacy (decoding)	MA, KR, TP, AD		x	
Literacy (understanding)	GA, MA, KR, TP, AD		x	
Literacy (written output)	MA, LB, KR, TP, AD		x	
Literacy (oral language/speaking)	GA		x	
Medical				
Memory				
Mental Health				
Numeracy	ES, KR			
Personal Care	GA			x
Personal Safety				
Physical/Mobility				
Self-Advocacy	LB			x
Self-Regulation (emotional)	GA, JA, ES	x		
Self-Regulation (behavioural)	ES	x		
Self-Regulation (learning)				
Self Esteem	LB, JA, ES	x		
Self-Harm/ Self Injurious Behaviour				
Sensory				
Social Skills	GA, LB, JA, ES	x		
Transitioning	JA, ES	x		
Other:				
Other:				

Priority Community Needs	Specialists/Individuals to connect to	Priority Individual Needs	Specialists/Individuals to connect to
Anxiety/ emotional self- Regulation	**Counsellors - Jessica**		
Family support/ trauma	**Counsellors – Jessica, Community Schools - Diana**		
Literacy	**Title – Kori, Mica, Melissa**		
Engagement/ Motivation	**Sarah, Shelley, Jasmine, Kim**		

Context: **Need:** **Students in Mind:**



What supports & strategies are useful for ONE? (Individualized)

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What supports & strategies are useful for SOME? (Choice for ALL)

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-
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What supports & strategies are useful for MOST/ALL?

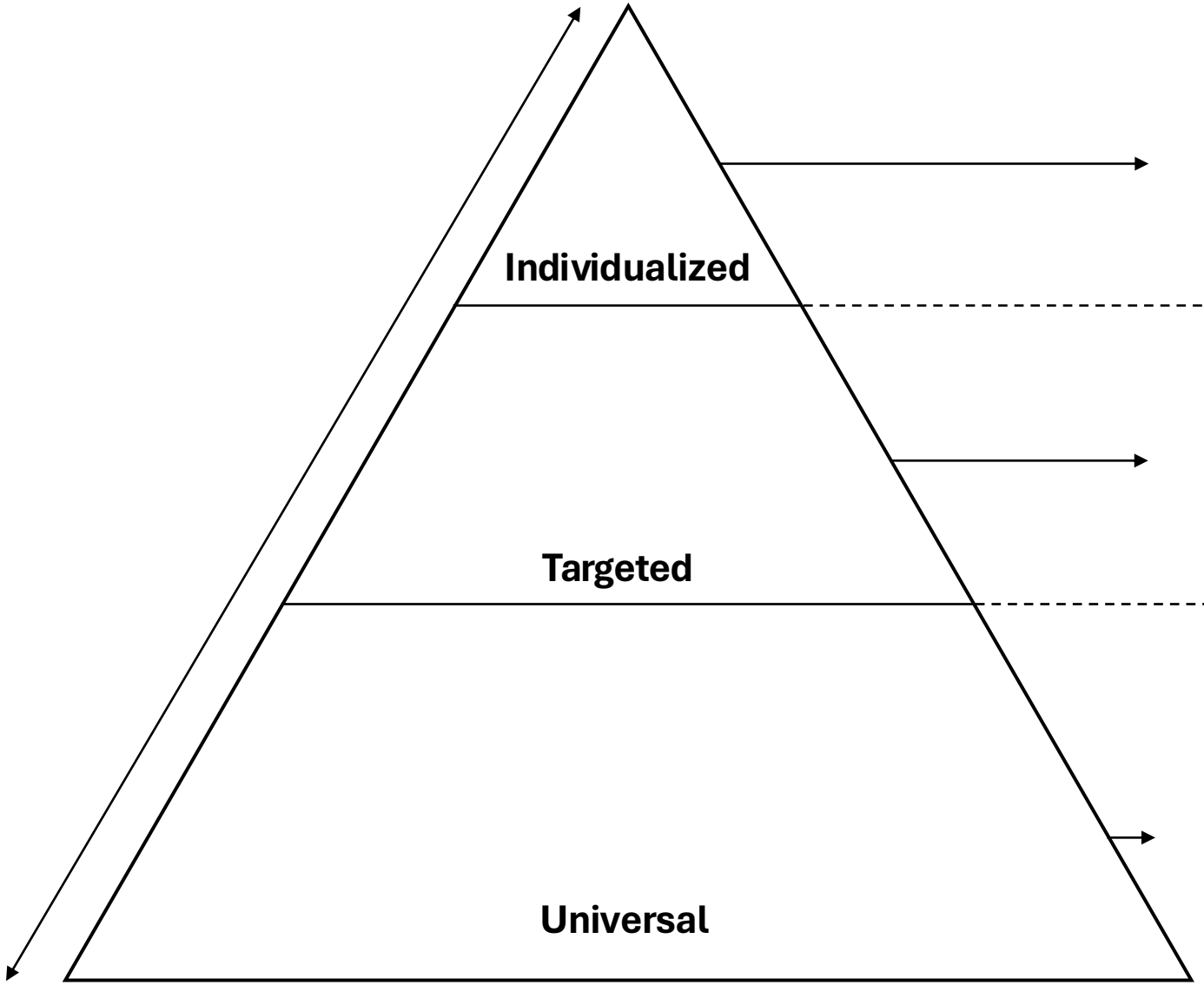
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Moore, 2023

Context: Kindergarten

Need: Anxiety

Children in Mind: PS, LT, CT, EW, MJ, FT, IO



What supports & strategies are useful for ONE? (Individualized)

- Family photo
- Home communication system
- Customized visuals/schedules/routine
- Draw from individual interest areas
- Deep pressure (under OT supervision)

What supports & strategies are useful for SOME? (Choice for ALL)

- Taking breaks, breathing techniques
- Sensory tools
- Bring a familiar object from home
- Parent & caregiver support

What supports & strategies are useful for ALL?

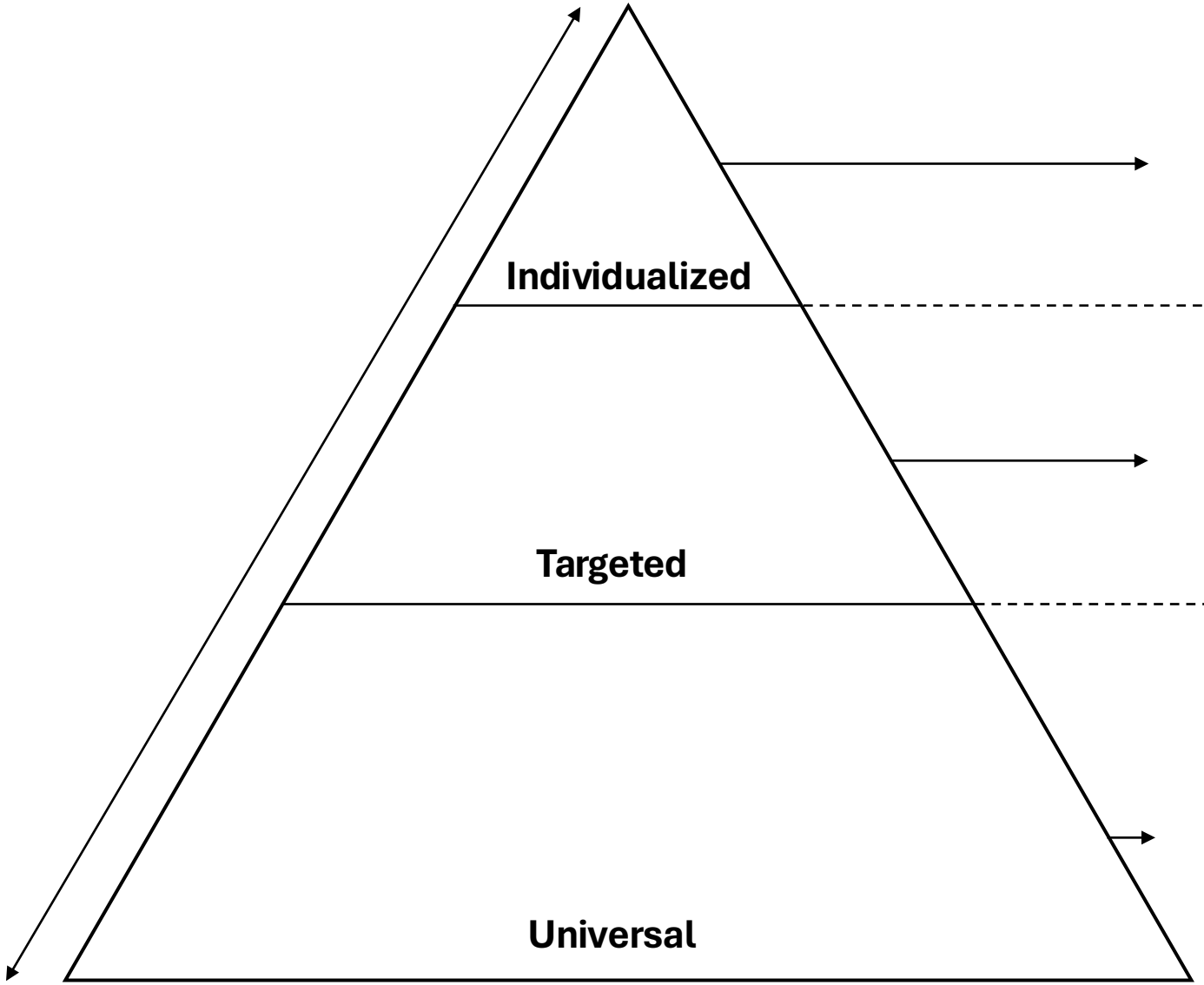
- Access to calm down spaces
- Interactive play/art
- Leadership opportunities
- Stories and conversation that address anxieties
- Visuals
- Routine
- Music and relaxation techniques
- SEL programs that incorporate games and activities teach about emotions, mindfulness

Moore, 2023

Planning for ALL Grade 5 Humanities

Need: Language

Students in Mind: HP, LG, AF, LD , LD, SS, WR



What supports & strategies are useful for ONE? (Individualized)

- Individual student co-developed language goals
- Individual conferencing/direct instruction during work time (not lesson time)

What supports & strategies are useful for SOME? (Choice for AL

- iPad for visual translation/communication support
- Sentence frames
- Visuals/ objects
- Strategic Pairings
- QSSSA strategy (question, signal, stem, share, assess
- Allow previewing of information in home language

What supports & strategies are useful for ALL?

- Relationships with student, families and caregivers
- Multi-lingual word/picture wall
- Books with diverse characters
- Everyone learns words in a new language words
- Learn language across all curricular areas
- Speak clear, slow and allow for wait time
- Multiple ways to show learning (visual, oral, written)
- Celebrate language diversity in class/school

Moore, 2023

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Final Reflections

What is one useful idea?

What is one thing you want to try?

What is a question that you have?

What is one thing you want to learn more about?

What is one thing you want to share with someone who is not here today?

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Dr. Shelley Moore